



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 1, 1879

VOL. VI

NEW YORK, JANUARY 18, 1913

No. 12

Professor Gildersleeve has contributed to the initial number of The Johns Hopkins Alumni Magazine, under the title A Novice of 1850, a short account of his experiences as a young student of nineteen during his first semester at a German University. He describes most entertainingly his inexperience and bewilderment at being suddenly thrust into an environment both socially and intellectually so strange. I well remember how dazed and confused I was during my first year as a graduate student and how many of my fellow students were at the same time going through the process of finding themselves, with widely differing results. One of the most distinguished of the younger generation of American classicists, who was a student at Johns Hopkins a couple of years after my time, has told me that he did practically nothing that first year, so far as tangible results went, but that the settling of convictions and the realization of the true value of things which that year of apparent idleness brought him has been the foundation of his life ever since. This must be the experience of most beginning graduates, even of those who in utter discouragement leave the classical field for some other pursuit. What, however, is of more than passing interest to present day classical teachers follows:

But it was the Schola Graeca that was of most service to me. In the Schola Graeca Franz dictated a manner of Greek syntax in Greek . . . and then gave illustrative sentences in German to be translated off-hand into Greek. He was very kind to me, very gentle as he watched my absurd attempts to handle the Greek accents. . . . On Saturday evenings we met at his house, where he would conduct a course in dictation, reading long connected passages from Greek authors and asking us to repeat what we caught; and I can still hear him say from behind his beard and his goggles *τί παραλείποιτε*; (What did he leave out?) as he went the rounds from student to student.

This is not the place to discuss the oral method—a method to which I was first introduced by the manual of one Manesca, which was used by my French teacher in 1844. It has been brought to the front of late by Mr. Rouse, who came over last summer to impart his way of teaching Latin and Greek to classes assembled at Columbia University. Of its value in competent hands—few indeed are the Franz's—there can be no question. Of its ap-

plicability to the large classes I had in the late fifties at the University of Virginia I am not convinced, but I have in all my teaching laid stress on the appeal to the ear rather than to the eye; and when the eye is used, the student must be trained to follow the order of the original, which is the order of the ear. The analytical method—subject, predicate, modifier and the like—is fatal to any true mastery of the language; and yet how common it was down to recent times is shown by the success of Professor Hale's little book on the Art of Reading Latin.

"Of its value in competent hands there can be no question". These be bold words in the light of the recent letters of Professors Grandgent, Cohn and Thomas. But we expect to have other testimony before long that the views set forth by these gentlemen are not universal in this country, if indeed they are even held by the majority. It is the following sentence, however, in Professor Gildersleeve's remarks I want to dwell on more particularly at this time: "its applicability to large classes". I think most advocates of the Direct Method are the first to say that it does not apply to large classes, meaning thereby, to classes of over thirty. I would go farther and say that the class should not be over twenty-five. But I have seen such excellent teaching according to this method in a class which numbered twenty-nine, that I will not haggle about the extra one. When this question of applicability to large classes was put to Dr. Rouse last summer he boldly denied that any teaching worth while could be done if the class went beyond twenty-five or thirty. Nor does this hold good of Latin only; it is true of any kind of teaching which is really teaching, which is any thing more than merely listening to recitations. The prime requisite in the teaching of any language is individual work; in fact any teaching to be really teaching must be individual. Of course, where one has a small group, one can by the force of his own personality teach them all at once, that is, consider them as one individual, look into the eyes of all at the same time, have every one hang on his words as if the question or explanation were directed to him alone. But in the nature of the case, not every teacher has the power to do this, nor can even the best succeed when the number of pupils becomes too great.

The fundamental necessity for teaching any language, let me repeat, is small classes, classes numbering not more than twenty-five or thirty at most. Every executive should be made to realize that every additional pupil over this number reduces the efficiency of the whole class, and that in a short time the pupil is not merely wasting his time, but is forming habits of idleness and inefficiency which will dog him throughout life. Better no education (!) at all than such a travesty on training. G. L.

A CHARACTERIZATION OF GALLIC LATIN¹

Professor Durham's paper on Classical and Vulgar Latin² will set forth the main facts and concepts implied in the term *sermo vulgaris*, the informal spoken Latin of the ancient Romans, as distinguished from the formal, written Latin of Roman Literature, and will show how Latin never ceased to be spoken, and how we may truthfully say that, in the main, French, Spanish and Italian are modern forms of a developed provincial Latin.

My own plan is to discuss briefly, in a more limited field, certain phenomena, with which an up-to-date teacher of Caesar can easily become acquainted, and by knowledge of which he can view in a more detached way the language and the content of the text, and so arrive at a broader understanding and perhaps a livelier interpretation. Caesar's Gallic War is a first glimpse, albeit an important glimpse, into a vista of language, literature and history, extending in unbroken sweep beyond a cultural as well as a geographic Rubicon³.

The brief characterization of Gallic Latin offered in this paper aims primarily to present to teachers and students of Caesar's *Bellum Gallicum* certain facts and concepts, which, while familiar to some, are of vital importance for all. As most Latin teachers and some second year pupils have some knowledge of French, and as some pupils are about to begin French, it is not unreasonable to hope that, by stimulating the historic sense and fixing in the mind the concept of the continuity of linguistic tradition in Gaul, the teacher may awaken a new interest in Caesar the pioneer, the Roman people and the Latin language, and, to some degree, in the

incalculable influence of the ancient civilization on modern Europe.

As a teacher I believe that the powers of apprehension and comprehension of the young are vastly in advance of their powers of expression. I know that the great thrills in my own intellectual life have been caused by illuminating suggestions, apt comparisons, and clever but impromptu coordinating of isolated facts under general heads, that is to say, by the *obiter dicta* of the class-room, the by-product of the day's work. Teaching by indirection may sometimes be as effective as that by direct precept. However monotonous Caesar's narrative may become to the teacher through frequent repetition, the message comes to each new generation of pupils as a revelation, a revelation not merely that Latin is a real language in which it is possible to say something, but a revelation of important facts and relations. Teacher and taught become pioneers, discoverers. As they thread their way with Caesar through the woods and the morasses, the plains and the mountains of Gaul, they can try to see as through a haze the developed Latin civilization of to-day. If the *raison d'être* of classical study depends largely on its power to develop the historic sense and to pass on to the younger generation the great traditions of the race, then we might argue that there should be no point in the Latin or Greek curriculum where this fundamental aim is consistently ignored. Whether it be at the elementary language stage or in the interpretation of texts, the lesson can be learned, that the history, the culture and the psychology of the Greeks and the Romans are reflected in their language as well as in their literary and artistic creations.

Among the primary facts and concepts to which I have referred are these: that the conquest of Gaul marks the successful struggle of the great Roman civilization with its superb military and administrative machinery against the semibarbarous tribes of western Europe; that Cis-Alpine Gaul is roughly Northern Italy, while Transalpine Gaul is France and Belgium where French is spoken; that the Provincia (Gallia Narbonensis) was established about 120 B.C. nearly three quarters of a century before Caesar's conquest was completed; that the Provincia received an earlier Roman civilization on top of a Greek culture of 500 years standing (the latter itself rested on a previous native Ligurian base); that the Latin of the Provincia survived in the Provençal language, which exhibits a development in many points different from that of French; that the three districts of Caesar's Gaul "differing in language, institutions and laws", although they represent that part of France where French developed, retain to-day some local linguistic peculiarities, just as they did a thousand years ago before the idiom

¹ This paper was read at the Sixth Annual Meeting of The Classical Association of the Atlantic States, at Philadelphia, May 4, 1912.

² This paper will appear in the next number of THE CLASSICAL WEEKLY.

³ Among the useful books which outline the history of the informal spoken Latin of the imperial provinces the following may be mentioned: C. H. Grandgent, *An Introduction to Vulgar Latin* (Boston, 1907), reviewed in THE CLASSICAL WEEKLY, 2.60-62; E. Bourciez, *Éléments de linguistique romane* (Paris, 1910); A. Zauner, *Romanische Sprachwissenschaft* (Leipzig, 1905); W. Meyer-Lübke, *Einführung in das Studium der Romanischen Sprachwissenschaft* (Heidelberg, 1909). In the several Historical French Grammars (Darmsteter, Nerop, etc.) many students will find ample material for illustration. Brachet and Toynbee, *Historical French Grammar* (Oxford, 1896), although it is in some respects antiquated, will be found very stimulating because of the method of presentation.